



Book Series

Research in Bilingual Education

Series Editors

Mileidis Gort, *University of Colorado Boulder*

Aims and Scope: The Research in Bilingual Education book series provides a platform for established and emerging scholars to explore key issues and new directions in the field through theoretical and empirical scholarship with implications for research, policy, and practice. The series aims to transform research and practice by challenging the inequitable status quo and illustrating the value and possibilities of bilingual education. We invite scholarly contributions with strong interdisciplinary perspectives on all areas of teaching and learning in bilingual education, including but not limited to language education policy and politics, bilingualism and biliteracy, curriculum, classroom practice, pedagogy, and teacher education and development. The series is committed to promoting equity, access, and social justice in bilingual education and to offering accessible research that engages researchers, graduate students, teacher educators, preK-12 practitioners, and policy makers with new and emerging theoretical and pedagogical approaches to bilingual education scholarship and practice in all of their complexities, challenges, and possibilities.

Peer Review Policy: All book proposals submitted to the series will undergo rigorous peer review, based on initial screening by the series editor and anonymous refereeing by at least two expert reviewers. Guidelines for preparing your book proposal can be found [here](#).

Manuscripts: Submission of a manuscript implies commitment to publish in this series. Authors should not simultaneously submit their manuscript elsewhere for publication consideration.

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- Effective Educational Programs, Practices, and Policies for English Learners
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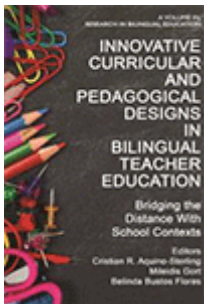
Mathematics Instruction in Dual Language Classrooms Theory and Research That Informs Practice

Marco A. Bravo, Santa Clara University; Kip Téllez, University of California, Santa Cruz

2024. Paperback 979-8-88730-703-9 \$52.99. Hardcover 979-8-88730-704-6 \$94.99. eBook 979-8-88730-705-3 \$85.

Language and culture play a critical role in the teaching of mathematics and this role intensifies when considering the teaching of mathematics in dual language classrooms. This book unpacks lessons learned from socio-cultural theory being applied to research of the teaching of mathematics to Emergent Bilinguals with the end of informing practice. Utilizing a socio-cultural lens, authors present the possibilities and limits of the teaching of mathematics in dual language programs (90/10; 50/50 models). Themes of translanguaging, disciplinary literacy instruction, and culturally responsive instruction are leveraged to test the potential of these constructs to assist Spanish/English Emergent Bilinguals access rigorous mathematics content. Authors also present limits to these models, as often they can overshadow the mathematics learning. We embrace a stance where language and literacy are seen as tools for content area learning and not as ends unto themselves.

CONTENTS: Foreword, *Magaly Lavandenz*. Introduction: Speaking the Language of Mathematics in Dual Language Settings, *Kip Téllez and Marco A. Bravo*. **PART I: LANGUAGE, LITERACY, AND CULTURE IN MATHEMATICS CLASSROOM: RESEARCH-BASED PRACTICES.** “¿Que va a Pasar?” Exploring Middle School Bilingual Students’ Algebraic Thinking and Translanguaging in Programming Tasks, *Sylvia Celedón-Pattichis, Carlos López Leiva, Phuong Tran, and Marios S. Pattichis*. Writing in Support of Mathematical Understanding for Emergent Bilingual Learners, *Marco A. Bravo and Maria Valencia-Orozco*. Bids for Linguistic Capital Through Translanguaging During Spanish and English Mathematics Instruction in Dual Language Classrooms, *Jolene Castillo Gregory*. The Symbiotic Relationship Between Language and Mathematics: Bootstrapping Writing, Discourse, and Mathematics in Dual Language Programs, *Carmina Mendoza*. **PART II: SUPPORTING DUAL LANGUAGE TEACHERS WITH MATHEMATICS INSTRUCTION.** Teacher Beliefs Toward Bilingual Instruction in Mathematics, *Eduardo Mosqueda, Rachael Dektor, and Stephanie E. Hertel*. The Effects of a Novel Teacher Professional Development Model on Student Achievement in Spanish/English Dual Language Programs, *Xia Yuzhu, Liana Balloffet, and Kip Téllez*. Teacher Professional Learning in Dual Language Programs, *Adria Patthoff*. “Ahora ya se que hacer”: How Translanguaging Mediates Bilingual Teacher Candidate Reflections and Teaching of Mathematics, *Jorge L. Solís, Brenda Sarmiento-Quezada, and Lina Martin Corredor*. **PART III: FAMILY ENGAGEMENT.** Recognizing and Embracing Parents’ Rich Mathematics Backgrounds, *Kathleen Stoehr and Briana Bravo*. “To keep nuestra cultura”: Math, Language, and the Importance of Bilingual Spaces for Bilingual and Latinx Parents, *Brenda Sarmiento-Quezada*.



Innovative Curricular and Pedagogical Designs in Bilingual Teacher Education Bridging the Distance with School Contexts

Cristian R. Aquino-Sterling, San Diego State University; Mileidis Gort, University of Colorado Boulder; Belinda Bustos Flores, The University of Texas at San Antonio

2022. Paperback 978-1-64802-894-6 \$52.99. Hardcover 978-1-64802-895-3 \$94.99. eBook 978-1-64802-896-0 \$85.

This edited volume extends our field of studies by highlighting novel 21st century curricular designs and pedagogical practices in the preparation of future bilingual teachers and their relevance for advancing curriculum, instruction, and educational achievement across bilingual school contexts. In particular, the volume provides a much-needed overview of innovative bilingual teacher preparation practices designed and implemented to develop bilingual teacher professionals equipped to effect curricular and pedagogical changes in bilingual settings. As such, two main questions guiding the orchestration of the volume are: (a) What innovative curricular and pedagogical designs characterize the field of bilingual teacher education in 21st century? and (b) How do or could these innovative curricular and pedagogical approaches for educating future bilingual teachers influence teacher practices in bilingual contexts for advancing curriculum, pedagogy and the achievement of bilingual learners?

ENDORSEMENTS:

"This collection of chapters in English and Spanish offers readers novel place-based ways of transforming

bilingual/biliterate teacher education programs to ensure that new teachers gain pedagogical language, literacy, and content practices that expand language and literacy in heretofore unimagined ways. All bilingual/biliterate teacher educators should read this extraordinary book." — Christian J. Faltis, Texas A&M International University

"This volume deftly addresses a topic of great currency on the bilingual education agenda: how to orchestrate curricular and pedagogical innovation in teacher development and how to enact change at the grassroots level through its impact on teaching practices. A must-read tour de force for anyone interested in the development, implementation, or research of quality bilingual teacher education." — María Luisa Pérez Cañado, Universidad de Jaén

"Enduring critiques of teacher education, once the sole province of conservative policymakers, now includes many thinkers we formally considered allies. This excellent collection, which includes a host of new and powerful voices, forces all sides to sit up and pay attention." — Kip Téllez, University of California, Santa Cruz

CONTENTS: Foreword, *Carmen M. Martínez-Roldán*. Acknowledgments. Introduction—Pushing the Boundaries of Curricular and Pedagogical Innovations in Bilingual Teacher Education: Toward Renewed Movement Building, *Cristian R. Aquino-Sterling, Belinda Bustos Flores, and Mileidis Gort*. **PART I: CONCEPTUALIZING CURRICULAR AND PEDAGOGICAL INNOVATIONS IN BILINGUAL TEACHER EDUCATION.** Conceptualizing and Realizing Bilingual Education for Social Transformation, *María del Rosario Zavala and Josephine Arce*. Nuevos desafíos: la importancia de ideologías heterogéneas y críticas en la capacitación docente bilingüe, *Katherine Barko-Alva y Christian E. Zúñiga*. Reconceptualizing Bilingual/Dual-Language Teacher Education to Promote Disciplinary Biliteracies in STEM, *Marialuisa Di Stefano, Idalis Villanueva Alarcón, and Alberto Esquinca*. Cultivating Bilingual Education in Massachusetts: From Survival to Restoration, *Jasmine Alvarado and Patrick Proctor*. **PART II: IMPLEMENTING CURRICULAR AND PEDAGOGICAL INNOVATIONS IN BILINGUAL TEACHER EDUCATION.** Bilingual Coteaching in the Art Museum: A Linguistic and Culturally Authentic Field Instruction Experience for Bilingual Teacher Education Candidates, *Haydeé Marie Rodríguez, Lucía Cárdenas Curiel, and Andrea Saenz*. Learning to Listen to Multilingual Kids: Merging Theory and Practice in Preservice Bilingual Teacher Education, *Janelle Franco, Andréa C. Minkoff, Marjorie Elaine Faulstich Orellana*. El desarrollo de competencias en español pedagógico: hacia una visión multidimensional del quehacer lingüístico del docente en educación bilingüe, *Cristian R. Aquino-Sterling*. **PART III: RESEARCHING CURRICULAR AND PEDAGOGICAL INNOVATIONS IN BILINGUAL TEACHER EDUCATION.** Teaching and Learning Multiliteracies: Case Study of Bilingual Teacher Candidates in a Clinically-Rich Literacy Methods Course, *Anissa Wicktor Lynch and Elizabeth A. Morphis*. Reconsidering Teaching and Learning in the Bilingual Mathematics Classroom, *Gladys H. Krause and Luz A. Maldonado Rodríguez*. Developing a Funds of Knowledge Inventory to Enhance Instruction in Bilingual Settings, *Eric J. Johnson*. Afterword, *Patricia Sánchez*. Contributors. Index.



Effective Educational Programs, Practices, and Policies for English Learners

Liliana Minaya-Rowe, University of Connecticut

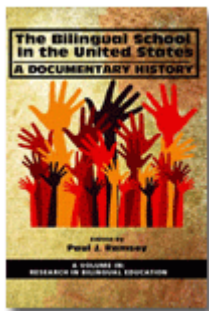
2014. Paperback 9781623968571 \$52.99. Hardcover 9781623968588 \$94.99. eBook 9781623968595 \$85.

The central issue of this volume is how to meet the linguistic and academic needs of the increasing numbers of English learners (ELs). At the center of educational turns is the role of school professionals in this Common Core Standards era. Teacher education programs and professional development, or pre-service and in-service programs for teachers of ELs, are currently being reframed to reflect the new demands placed on all teachers in light of the new standards. The expectation is that ELs can learn, and their teachers possess the expertise to teach, both discipline content and academic English at the same time.

The large numbers of ELs across the country have created a wide gap between what teachers have been trained to do and the skills they need to teach and reach them effectively. This practical handbook brings together research, policy and practice on teacher effectiveness, pre-service and in-service programs in the context of student linguistic and cultural diversity. Key features include:

- Clearly articulated teacher training and professional development programs;
- Coverage of Common Core curriculum and a variety of instructional programs and practices with research-based tools to implement them; and,
- Policies to equitably and effectively prepare ELs academically and linguistically.

CONTENTS: Introduction. Shared Responsibility: Realizing Opportunities for English Learners in the Common Core English Language Arts and Disciplinary Literacy Standards, *George C. Bunch, Amanda Kibler, and Susan Pimentel*. New York State Bilingual Common Core Initiative: Creating Scaffolds for the Successful Education of Language Learners, *Patricia Velasco and Helen Johnson*. Language and Meaning in Mathematics and Science Teacher Training: Helping Teachers Use Language to Help ELs Think and Construct in Disciplined Ways, *Zenaida Aguirre-Muñoz*. Professional Development in Support of English Learner Achievement: Science and ESOL Educator Collaborations, *Carla Meskill, Alandeom W. Oliveira, Karen Gregory, Gretchen Oliver, Bethany Reichen, and Patrick S. Witmer*. Higher Order Thinking Skills: An Arts-Infused Core Curriculum for English Learners and their Peers, *Evelyn Robles-Rivas*. Effective Practices for English Language Learners in Kindergarten and Implications for Policy, *Luciana C. de Oliveira, Alsu Gilmetdinova, and Marshall Klassen*. Meeting the Needs of English Learners: A Teacher Preparation Program for Content and Special Education Teachers, *Lynn Atkinson Smolen, Wei Zhang, Shernavaz Vakil, Lisa Temsey, and Nicole Mann*. Rev it Up: Leadership Matters in a Whole School Dual Language Approach, *Abie L. Benítez*. English Learners in Higher Education: A Dual Language Perspective for Academic Language and Literacy Competence, *Liliana Minaya-Rowe*. About the Contributors.



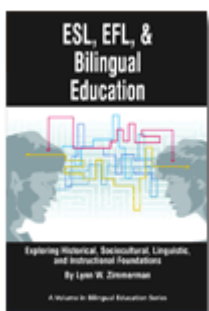
The Bilingual School in the United States A Documentary History

Paul J. Ramsey, Eastern Michigan University

2012. Paperback 978-1-61735-798-5 \$52.99. Hardcover 978-1-61735-799-2 \$94.99. eBook 978-1-61735-800-5 \$85.

This much-needed volume is an edited collection of primary sources that document the history of bilingual education in U.S. public schools during the nineteenth and twentieth centuries. Part I of the volume examines the development of dual-language programs for immigrants, colonized Mexicans, and Native Americans during the nineteenth century. Part II considers the attacks on bilingual education during the Progressive-era drive for an English-only curriculum and during the First World War. Part III explores the resurgence of bilingual activities, particularly among Spanish speakers and Native Americans, during the interwar period and details the rise of the federal government's involvement in bilingual instruction during the post-WWII decades. Part IV of the volume examines the recent campaigns against bilingual education and explores dual-language practices in today's classrooms. A compilation of school reports, letters, government documents, and other primary sources, this volume provides rich insights into the history of this very contentious educational policy and practice and will be of great interest to historians and language scholars, as well as to educational practitioners and policymakers.

CONTENTS: Preface. **PART I: THE DEVELOPMENT OF BILINGUAL EDUCATION, 1830s-1890s.** 1. Bilingual Schools Controlled by "Foreigners." 2. Bilingual Schools Controlled by "Americans." **PART II: BILINGUAL EDUCATION UNDER ATTACK, 1890s-1920s.** 3. Progressivism and the Push for Monolingualism. 4. World War I and the Attack on Bilingual Schooling. **PART III: THE TRANSFORMATION OF BILINGUAL EDUCATION, 1920s-1970s.** 5. Reestablishing Bilingual Education during the Interwar Years. 6. Bilingual Education on the National Stage. **PART IV: BILINGUAL EDUCATION AND THE CONTEMPORARY PERIOD, 1980s-2010s.** 7. Bilingual Education Today. References.



ESL, EFL and Bilingual Education Exploring Historical, Sociocultural, Linguistic, and Instructional Foundations

Lynn W. Zimmerman, Purdue University Calumet

2010. Paperback 978-1-61735-031-3 \$52.99. Hardcover 978-1-61735-032-0 \$94.99. eBook 9781617350337 \$85.

This collection of essays examines the historical, social, cultural, and educational foundations of ESL/EFL/Bilingual Education. The four themes of this book are:

.. Historical, Legal and Political Foundations of Bilingual/ESL Education

- Linguistic and Sociocultural Issues in ESL/EFL Education
- Educational Reform and English Language Teaching
- Effectively Teaching Bilingual/ESL/EFL Students

This volume offers a concise overview of English language learning issues from foundations to current reform to practical guidelines to implement in the classroom. The articles are a variety of theoretical essays, reports of research and practical guides to teaching ESL/EFL/bilingual populations. Many of the essays are presented from the perspective of critical pedagogy relying on the work of educational theorists such as Paulo Freire, Lisa Delpit, and Michael Apple. Although there are connections among the essays, this collection allows the reader to read any of the essays as individual pieces, so the reader can focus on the issues that are most relevant.

This book is aimed at instructors of ESL/EFL/bilingual foundations courses. It would be appropriate for undergraduate or graduate level courses. There is some international appeal for this text since several of the essays focus on general English language learning issues, and at least two focus on international issues.

CONTENTS: PART I: HISTORICAL, LEGAL, AND POLITICAL FOUNDATIONS OF BILINGUAL/ESL EDUCATION. PART II: LINGUISTIC AND SOCIOCULTURAL ISSUES IN ESL/EFL EDUCATION. PART III: EDUCATIONAL REFORM AND ENGLISH LANGUAGE TEACHING. PART IV: EFFECTIVELY TEACHING BILINGUAL/ESL/EFL STUDENTS.

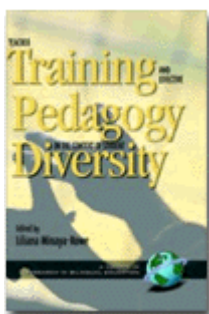


Negotiating Social Contexts Identities of Biracial College Women

Andra M. Basu, Albright College

2007. Paperback 978-1-59311-596-8 \$52.99. eBook 9781607527107 \$85.

This book examines the identification choices of a group of biracial college women and explores how these identifications relate to their choices and constructions of different social contexts. It is a qualitative study that draws on recent psychological literature, as well as personal interviews and focus groups with a group of biracial college women. The book includes 1) a review of the relevant literature concerning biracial individuals, 2) a discussion of some of the unique issues facing researchers who work with biracial populations, and 3) an indepth examination of the relationship between identity and different social contexts for a group of biracial women. The book addresses issues critical to educators, counselors, policy makers and researchers who work with biracial students, as well as biracial individuals and their families. For example, it shows how, for this group of biracial college women, identity choices did influence their choices and constructions of social contexts, particularly at the school that they all attended. Yet while identification choices did influence their perceptions about their social contexts, other factors such as social barriers also influenced them. Family members played a role in their identification choices as well, but siblings were found to be more influential than parents. In addition, the book demonstrates how educators and biracial mentors had a significant impact on this particular group of biracial women. The implications of these findings for parents, educators and future researchers are considered, as the number of biracial individuals living in the United States continues to grow.



Teacher Training and Effective Pedagogy in the Context of Student Diversity

Liliana Minaya-Rowe, University of Connecticut

2002. Paperback 1-930608-78-0 978-1-930608-78-8 \$52.99. Hardcover 1-930608-79-9
978-1-930608-79-5 \$94.99. eBook 9781607525240 \$85.

The purpose of this volume is two-fold. First, the book attempts to initiate a research-based dialogue from a variety of perspectives specifically about teacher training and teaching in the context of student linguistic and cultural diversity; and, second, to cast a wide net over three major areas of professional development that have the potential to impact on teacher quality and on the educational services provided to ELLs at all levels of instruction. This book represents a first attempt to a quiet revolution going on in teacher education (Johnson, 2000). It allows the reader to uncover research activities and

experiences that constitute individual teacher education program initiatives. A revolution, because it is stirring the very essence of what stands at the core of teacher education, a core that has long been based more on training to teach monolingual English speaking students and less on teaching ELLs, their first and second language development, using their bilingualism to teach academics, and on the process of becoming an effective teacher of ELLs.

This state-of-the-art review brings together research on effective pedagogy and teacher training. The nine feature chapters are directly concerned with effective new structures and practices for professional development and are presented in a framework that considers a wide spectrum of topics to address issues such as: what teachers need to understand about English language learners, what kind of professional experiences are likely to facilitate those understandings, and what kinds of teacher education programs and school settings are able to support their ongoing learning. The authors also discuss the implications of their work for helping English language learners connect and benefit from school from the points of view of (1) school reform, (2) teachers' bilingual proficiencies, (3) teachers' knowledge and beliefs, and (4) teacher training programming and sustainability.



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